DOCUMENT RESUME

ED 080 494 SP 006 776

TITLE	Follow Through Program Sponsors.
INSTITUTION	Stanford Research Inst., Menlo Park, Calif.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	Sep 72
CONTRACT	OEC-0-8-522480-4633(100)
NOTE	69p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Child Development; Community Involvement; *Compensatory Education; *Culturally Disadvantaged; *Disadvantaged Youth; Educational Development; Parent Participation; *Research Projects
IDENTIFIERS	Follow Through Program

ABSTRACT

This document is a description of Follow Through, a research and development program for disadvantaged children of low-income families that fosters projects around the country emphasizing parental and community involvement. The paper indicates that each project must be comprehensive in scope and directly focus on all aspects of child learning and development including medical and dental health, career advancement guidance, and psychological services. The main body of the document includes a description of the nature of the program, its sponsors, and its support services. Supplementary materials include an essay "The Effectiveness of Compensatory Education," which presents achievement results from the national evaluation of Follow Through, and a booklet on Follow Through program sponsors, which includes descriptions of each Follow Through project. (JA)

FILMED FROM BEST AVAILABLE CO

STANFORD RESEARCH INSTITUTE
Menlo Park, California 94025 · U.S.A.

ED 080494

September 1972

FOLLOW THROUGH PROGRAM SPONSORS

Prepared for:

BUREAU OF ELEMENTARY AND SECONDARY EDUCATION
U.S. OFFICE OF EDUCATION
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CONTRACT OEC-0-8-522480-4633(100)

SRI Project URU-7370

SP006 776

CONTENTS

INTRODUCTION 1

AFRAM PARENT IMPLEMENTATION APPROACH 5

BANK STREET COLLEGE OF EDUCATION APPROACH 7

BEHAVIOR ANALYSIS APPROACH 9

CALIFORNIA PROCESS MODEL 11

COGNITIVELY ORIENTED CURRICULUM MODEL 13

THE CULTURAL LINGUISTIC APPROACH 15

CULTURALLY DEMOCRATIC LEARNING ENVIRONMENTS 17

EDC OPEN EDUCATION PROGRAM 19

FLORIDA PARENT EDUCATION MODEL 21

HAMPTON INSTITUTE NONGRADED MODEL 23

HOME-SCHOOL PARTNERSHIP: A MOTIVATIONAL APPROACH 25

INDIVIDUALIZED EARLY LEARNING PROGRAM 27

INTERDEPENDENT LEARNING MODEL 29

LANGUAGE DEVELOPMENT (BILINGUAL) APPROACH 31

MATHEMAGENIC ACTIVITIES PROGRAM 33

THE NEW SCHOOL APPROACH TO FOLLOW THROUGH 35

PARENT SUPPORTED APPLICATION OF THE BEHAVIOR ORIENTED PRESCRIPTIVE TEACHING APPROACH 37

CONTENTS

RESPONSIVE EDUCATIONAL PROGRAM 39

RESPONSIVE ENVIRONMENTS CORPORATION EARLY CHILDHOOD MODEL 41

ROLE TRADE MODEL 43

TUCSON EARLY EDUCATION MODEL 45

UNIVERSITY OF OREGON ENGLEMANN/BECKER MODEL
FOR DIRECT INSTRUCTION 47

INTRODUCTION

Follow Through is a program designed for poor children in the early primary grades, building on the foundation provided by a full-year Head Start or similar preschool program. The program is being administered with a research and development emphasis in an effort to accumulate solid evidence about the effectiveness of various program approaches in improving opportunities for poor children in different sections of the country, in rural and urban settings, and in diverse population subgroups.

Follow Through provides not only special programs of instruction but also general health services including dental care, nutritious meals, and other physical and emotional supports that educators believe contribute much to the child's readiness to learn. As a service and social action program, it also recognizes the importance of parental interest and involvement in children's education and requires the active participation of parents in major decisionmaking and day-to-day operation of its local projects.

Like Head Start, Follow Through is funded under the Economic Opportunity Act. It is administered by the U.S. Office of Education under a delegation of authority from the Office of Economic Opportunity.

Follow Through's research and development program is a unique attempt to unite educational theory and practice--to evaluate new approaches to early childhood education not in the controlled environment of the laboratory or demonstration school but in the pragmatic setting of the public school.

The approaches or instructional models developed and implemented by the current 22 Follow Through sponsors subscribe to a number of basic theories of learning and development. Most sponsors tend heavily toward one view but at the same time borrow from one or more of the others. Four such general views of human development fairly well define the theoretical spectrum within which the Follow Through approaches collectively fall, and a summary statement describing each of these four will help to clarify general areas of difference and similarity among sponsor approaches. Specific differences between sponsors are best argued by the sponsors themselves and are, in fact, a subject for evaluation. It should be noted

that the four theories described are neither so discrete nor so conclusive as summarizing them makes them appear; in actuality, they often overlap and also are subject to continuing development.

One general view, usually characterized as "behaviorist," contends that individuals develop and become what they are through a series of increasingly complex stimulus-response interactions with the environment. Learning is a matter of modifying behavior toward desired ends by reinforcing or rewarding desired responses and ignoring or withholding rewards from responses not desired. Instructional programs following behaviorist principles typically are meticulously planned, are highly structured, have specific preset goals toward which the child's behavior is modified, and offer frequent and immediate rewards for small increments of attainment until the desired behavior becomes self-reinforcing.

Another view also takes an environmental perspective. In this case, the individual is seen as acting on and initiating transactions with his environment in order to understand it and himself, i.e., he plays a more active role. Early learning occurs as the child matures physically and proceeds to manipulate his surroundings. Over time, these purely sensory and physcial interactions with the environment develop into complex transactions the child internalizes, deals with mentally, and ultimately organizes into language symbols and thinking processes. Learning progresses as the child learns to recognize and resolve discrepancies between what he knows and what he encounters at various stages of development. Environments that are planned to respond to the child at his own level and that offer a wealth of opportunities for transacting are characteristc of instructional programs organized from this point of view.

A third view draws heavily from theories of personality and social development. In large part, human development is seen as mastery of irrational impulses and appetities that are innate. Learning can be a valuable tool to help the growing individual survive stages through which he must pass to achieve maturity. The emotional crises that accompany each stage compete with knowledge and skill acquisition for the child's attention, however, and from this point of view educational programs should give first priority to the child's healthy emotional growth. This places special emphasis on a learning environment that minimizes emotional upheaval. Further, this viewpoint recognizes certain periods in early childhood that lie between emotionally critical developmental stages during which the child is particularly accessible for conflict-free learning.

Finally, there is the view that human development is a matter primarily of genetic determination and secondarily of experience and the environment. General development according to this theory proceeds on

a schedule dictated by physical maturation that is ameliorated and shaped by external forces. For example, language acquisition is a general pattern derived as a genetic outcome but the specific language acquired is determined by experience and the environment. Educational programs evolving from this view tend to emphasize learning "readiness," self-expression in emotionally rich surroundings, and instruction that attracts rather than compels interest.

A point of similarity all Follow Through sponsors share is their adherence to the educational and social objectives of the national program. All, for example, serve the compensatory education objectives and accept the principle of parent and community involvement. Each carries out training of administrators, teachers, parents, and the community in implementing the processes of his educational model and guides them toward self-sufficiency in its operation. All cooperate with the national evaluation effort and accept the responsibility for conducting evaluation of their own program aimed at program improvement as well as adaptation of their approach to local circumstances. Sponsor activity is largely funded from the local Follow Through project budget that sponsors, the community, and the U.S. Office of Education jointly participate in formulating.

The degree of model complexity, the schedules of implementation, the strategies and curriculum materials employed, and the degree of emphasis placed on specific Follow Through program components are all points of difference among sponsors. Educational outcomes expected to result from model implementation may also differ greatly from one sponsor to another--with some emphasizing the development of positive attitudes and interpersonal relations; others the acquisition of specific cognitive skills; and most, a combination of both. Other points of similarity and difference among sponsors relate to characteristics of local projects; for example all sponsors work with local Follow Through Directors and Policy Advisory Committee's but the precise nature of these relationships varies.

In addition to sponsored projects, there are a few projects from the early group of pilots preceding the planned variation phase of Follow Through who elected to remain unsponsored (the only projects given this option). They are classified as self-sponsored or parent implemented and have instituted programs they themselves have developed.

A list of all sponsors in the Follow Through program is included at the end of this report, along with their addresses.

AFRAM PARENT IMPLEMENTATION EDUCATIONAL APPROACH

AFRAM Associates, Inc.

AFRAM Associates, Inc. is a nonprofit educational research consulting group. It has developed a model based on guarding the right of the parent community to participate in monitoring the education of its children and to make its schools accountable to it. The model views parent implementation as a necessity, not as a mere right or privilege. AFRAM constantly encourages parents to become aware of their ability to exercise decision-making responsibilities over the education of their children. This model seeks to engage parents in enacting parental leadership by shaping the policy to the benefit of their children's education. Organizing and educating the parent community to assume this role is a central point of focus in the model.

The classroom instructional program should be one that parents actively participate in selecting and developing; and one that recognizes the contribution to be made by drawing upon parental skills in program implementation and management. In some projects the classroom instructional approach of a second sponsor is implemented, with AFRAM organizing the parent community whose involvement it considers essential to the success of the learning process.

Parents are educated to function in a variety of roles, both paid and unpaid, as community organizers, teacher aides, volunteers, foster teachers, homework helpers, and as community educators generally. As a complement to the parent coordinator, who is an agent of the Follow Through Project working out of the school to elicit parent cooperation, AFRAM employs a person from and selected by the parent community who functions as an agent of the parents to build community support. This person is solely responsible to the parents and works toward helping the parent community to gain a better understanding of the relationship between classroom and "extra-classroom" concerns. This person maintains contact between parents in the community at large and the Policy Advisory Committee, keeping each informed of each others interests.

The person employed as agent to the parents helps organize educational meetings in parents homes that are directed toward a variety of purposes, including self-education and education of the school staff to parent and community needs and concerns. He encourages parents to develop community

based programs to deal with problems that persistently interfere with the education of their children, such as narcotics addiction, deteriorated housing, lack of health and medical service, and the like. AFRAM depends on both field experience and training sessions to provide this person with the skills, knowledge, and motivation needed to be of meaningful assistance to the community.

Teachers employed within this approach must accept the principle of accountability and community control inherent in the model. They become accountable to the parent community, not just to the school system. Respect for the parent is seen as inseparable from respect for the child, and respect for the child is considered fundamental to learning. Teachers and parents are urged to get to know each other as people, exchanging home visits, learning from each other, and taking every opportunity to benefit from each other's contributions. Respect for creative cultural differences is an important value of this approach.

The Follow Through Project Director under this approach has the responsibility for ensuring that the PAC makes such basic decisions as those regarding staff selection, evaluation, and the general expenditure of funds. He is expected to attend Board of Education staff meetings only in the company of PAC members and to advocate the rights of the children over those of the system. The Board of Education is expected to provide the PAC with monthly financial reports.

AFRAM views itself as a tool of the community, placing its technical skills, talents and interests at the community's disposal. As such, it insists that the PAC and the schools participate equally in educational program evaluation. This includes specifying criteria of effectiveness, selecting areas for evaluation, and participation in the interpretation and distribution of findings. In this way, evaluation becomes a learning tool for the educational consumer rather than a coercive tool to be applied by forces outside the community.

AFRAM also serves as a clearing house of information, ideas, and proposals and provides technical assistance on such substantive educational issues as community control, curriculum sources, parent and student rights, and on such citizen-initiated anti-poverty programs as health, housing, and cooperatives.

BANK STREET COLLEGE OF EDUCATION APPROACH
Bank Street College

Basic to the Bank Street approach is a rational, democratic life situation in the classroom. The child participates actively in his own learning and the adults support his autonomy while extending his world and sensitizing him to the meanings of his experiences. The teaching is diagnostic with individualized followup. There is constant restructuring of the learning environment to adapt it to the special needs and emerging interests of the children, particularly their need for a positive sense of themselves.

In this model academic skills are acquired within a broad context of planned activities that provide appropriate ways of expressing and organizing children's interests in the themes of home and school, and gradually extend these interests to the larger community. The classroom is organized into work areas filled with stimulating materials that allow a wide variety of motor and sensory experiences, as well as opportunities for independent investigation in cognitive areas and for interpreting experience through creative media such as dramatic play, music, and art. Teachers and paraprofessionals working as a team surround the children with language that they learn as a useful, pleasurable tool. Math, too, is highly functional and pervades the curriculum. The focus is on tasks that are satisfying in terms of the child's own goals and productive for his cognitive and affective development.

Bank Street supports parent involvement in each community by providing materials interpreting the program and special consultants, as well as by joint planning for home-school interaction. Parents participate in the classroom, in social and community activities related to the school, and as members of the local Policy Advisory Committee. Parents may receive career development training with either graduate or undergraduate credit. Parents and teachers pool their understanding of each child's interests, strengths, and needs as they plan his educational experiences in and out of school.

Staff development is an ever-evolving process for administrators, teachers, paraprofessionals, and local supportive and sponsor staff. It is conducted both on site and at the College. Programs are geared to the specific needs of each project and are guided by a sponsor field

representative familiar with the history and dynamics of a given community in cooperation with local staff. Self-analysis is stressed in both the teaching and administrative areas. Bank Street's 50 years of experimentation as a multidisciplinary education center has demonstrated that a flexible, child-oriented program requires more, not less, planning and study. Staff development aims at providing a repertoire of teaching strategies from which to choose and also ever deepening insights into how to enhance children's capacity to probe, reason, solve problems, and express their feelings freely and constructively.

In moving from the broad, conceptual framework to the specifics of implementation, Bank Street supplies diagnostic tools for assessing child behavior, child-adult interaction, the physical and social milieu of the classroom, and the totality of model implementation. These instruments are used by trained observers and in self-analysis to increase model effectiveness and stimulate joint planning of changes needed in the classroom and in teaching behavior, community relations, parent involvement, and administrative practices.

In addition to continuing services on site, Bank Street develops slides, films, video tapes, and other materials for adult education. These supplement the materials developed for use in the classroom, such as the Bank Street basal readers and language stimulation materials. Field representatives, resource persons, program analysts, and materials specialists meet weekly with the Director of the Bank Street program to share experiences, continue conceptual development of the sponsor's role, and to plan institutes and workshops differentiated on the basis of requirements of specific communities and participants.

BEHAVIOR ANALYSIS APPROACH
University of Kansas

The behavior analysis model is based on the experimental analysis of behavior, which uses a token exchange system to provide precise, positive reinforcement of desired behavior. The tokens provide an immediate reward to the child for successfully completing a learning task. He can later exchange these tokens for an activity he particularly values, such as playing with blocks or listening to stories. Initial emphasis in the behavioral analysis classroom is on developing social and classroom skills, followed by increasing emphasis on the core subjects of reading, mathematics, and handwriting. The goal is to achieve a standard but still flexible pattern of instruction and learning that is both rapid and pleasurable.

The model calls for careful and accurate definitions of instructional objectives, whether they have to do with social skills or with academic skills. Curriculum materials used describe the behavior a child will be capable of at the end of a learning sequence and clearly state criteria for judging a response as "correct." They also require the teacher to make frequent reinforcing responses to the child's behavior and permit the child to progress through learning tasks at his own pace. The child earns more tokens during the initial stages of learning a task and progressively fewer as he approaches mastery, the object being to move from external rewards to self-motivated behavior. Since a child with few tokens to exchange for preferred activity is likely to be a child needing more attention, the system guides the teacher in evaluating her own performance.

In the behavior analysis classroom, four adults work together as an instructional team. This includes a teacher who leads the team and assumes responsibility for the reading program, a full-time aide who concentrates on small group math instruction, and two project parent aides who attend to spelling, handwriting, and individual tutoring. Parent aides are employed on a rotating basis with other parents. They first serve as classroom trainees for a period of several weeks; some of these parents, in turn, become aides for a full semester. Full-time teacher aides are employed from the latter group. The short trainee cycle allows a great number of parents to become directly involved in the program. They then carry its main features into the home situation.

Careful staff planning is an integral part of the behavior analysis daily schedule. Each day includes planning sessions, periods of formal

instruction, and special activity periods during which the children exchange their tokens for an activity they choose. Instruction and special activity periods alternate throughout the day, with the amount of time for instruction increasing as the amount of reinforcement required to sustain motivation decreases.

Evaluation of the model begins with an entry behavior inventory and diagnostic tests that determine where each child should begin a sequence of instruction and that also help to monitor his progress through the sequence. The curriculum materials used also provide for periodic testing and monitoring of achievement gains. Throughout the school year a computerized record-keeping system issues the teacher a weekly progress report on each child that also reports progress for the class as a whole.

Generally, implementation of the behavior analysis model proceeds in three phases. In the first, the sponsor supplies substantial advisory support and training in the procedures and techniques of the program. In the second, local leadership takes over and local staff training coordinators assume more and more of the training and support responsibility. Finally, only periodic consulting with the sponsor is needed.

CALIFORNIA PROCESS MODEL
California State Department of Education

This is the only Follow Through approach for which a state agency is the sponsor. As the name implies, the model is dynamic and follows no single curriculum approach. It is in fact a cooperative effort of the state department of education and six California school districts.

The approach is diagnostic-prescriptive; that is, the specific goals and objectives of each Follow Through community are determined by the Developmental Team in that community with the assistance of the sponsor. The local Developmental Teams include representatives from all elements of the Follow Through program including parents, teachers, aides, older students, representatives of the community, the sponsor, and funding agencies.

The instructional component of the California Process Model is derived from four processes carried out by the Developmental Team:

- Assessment of the strengths and needs of pupils, parents, teachers and others in the local community.
- Formation of goals and objectives to meet perceived strengths and needs.
- Planning and conducting learning experiences to implement these goals and objectives.
- Evaluation.

The curriculum is intended to supplement rather than supplant that of the district or county and should reflect the cultural environment of the children it serves. Development Team activity brings parents and teachers into direct contact in curriculum development. This is usually done during the smmmer and is followed by evaluation of the program during and following the school year. In the process teachers gain an appreciation of the real role parents can play and parents gain a sense of confidence and usefulness.

The Teaching Teams (teachers, aides and volunteers) are responsible for translating the curriculum created by the Developmental Teams into learning experiences for the children. In so doing, teachers and aides adhere to the diagnostic prescriptive pattern, applying a variety of techniques to individualize instruction and constantly assessing a child's learning style and progress. Standard tests, teacher-made tests, sponsor and district checklists, observations, and interviews with parents are a few of the means applied to diagnosing pupil progress. In some cases pupils plan and evaluate their own experiences.

Sponsor staff, district personnel, and ad hoc consultants conduct frequent inservice meetings with local staff during the year. The four elements of staff development employed by the model include pre- and in-service training, career advancement opportunity for paraprofessionals, providing means to use volunteers effectively, and orientation of non-Follow Through staff. A full time sponsor coordinator directs sponsor staff and coordinates state, local and federal participation. The sponsor also has consultants in the areas of curriculum development, training, and evaluation on a full time basis who visit participating districts monthly, and consultant specialists in school-community relations. Ad hoc consultants are employed by the sponsor to deal with special problems.

The Policy Advisory Committee, on which parents comprise the majority, elects officers, writes by-laws, and schedules regular meetings during which policy matters are discussed and decided upon. Parent community workers and teaching staff in each district recruit and schedule parent volunteer activity.

The model is still in process and will continue to be developmental insofar as it maintains its diagnostic-prescriptive focus. Within the framework provided by the Follow Through goals of maximum intellectual, physical, and social growth of the child and a meaningful partnership between community and school, the California Process Model supports as much variety between project districts as local participants deem necessary to meet assessed needs.

COGNITIVELY ORIENTED CURRICULUM MODEL
High/Scope Educational Research Foundation

The High/Scope Educational Research Foundation model represents a synthesis of research in preschool and early elementary education. The program recommends an "open framework" classroom that combines emphasis on active experience and involvement of the child; a systematic, consistent, and thoroughly planned approach to child development and instruction by the teacher; and continuous assessment of each child's level of development so that appropriate materials and activities can be provided. This approach is based on the conviction that telling and showing do not teach, but that active experience with real objects does.

This approach uses a cognitively oriented curriculum, which takes into account the very real difference between the way children "think" and the way adults do. The model's aim is to nurture in children the thinking skills they will need throughout their school years and adult lives, as well as the academic subject competencies traditionally taught in the early elementary grades. It emphasizes and is designed to support the process of learning rather than particular subject matter. It is central to High/Scope's program that learning should be active, that it occurs through the child's action on the environment and his resultant discoveries.

Each month one or more sponsor staff members spend up to a week at each project site. Field Consultants assist with issues relating to the instructional model: room arrangement, scheduling, teaching methods, planning, learning centers, and the like. Program Specialists deal with specific academic areas--math, science, social studies, and communication--and with the curriculum materials, both commercially developed and those prepared by the sponsor. Curriculum Developers and administrative personnel also travel to projects as often as is necessary and feasible.

High/Scope Foundation staff present three major training and planning workshops at the Foundation during the year--in the spring, summer, and winter. In the fall, they conduct individual workshops at each project, primarily for teaching staff. In addition, High/Scope Foundation operates laboratory classrooms to increase the scope and versatility of training and curriculum development activities.

Staff at projects include a project director, curriculum assistants, classroom staff, parent program staff, and home visitors. Each classroom has two teachers and an aide, or a single teacher with two aides, who operate as a teaching team. The instructional staff is supervised by and receives continuing inservice training and program monitoring from the local Curriculum Assistant (CA). The CAs therefore receive the most extensive training by Foundation staff. CAs bear prime responsibility for planning, demonstrating, and evaluating activities in the six to eight classrooms under their supervision and, in general, for ensuring smooth implementation of the High/Scope model at each field site.

The parent program and home visit staff vary according to local needs and objectives. Each local project essentially designs and implements its own parent program, with general guidelines and consultation from High/Scope Foundation staff.

The home teaching component of the program consists of planned visits to the home by classroom teachers or individuals hired specifically as home visitors. The child, a parent, and the home visitor work together during the visit, focusing on current and past activities at school and on supportive activities that may be carried out at home.

THE CULTURAL LINGUISTICS APPROACH

Center for Inner City Studies
Northeastern Illinois University

The Cultural Linguistic Approach is an oral language program designed to expand the existing communication skills of urban and rural children from culturally excluded backgrounds. The program recognizes that these children have competencies and language skills which are valuable and useful in the classroom, thus rejecting the notion that they are culturally deprived or disadvantaged. The rich cultural background and the oral capacity such children bring to school becomes the basis for the curriculum under this approach.

The model differs from other linguistic approaches in that it is concerned with expanding the existing language skills of a designated ethnic population. The primary language of the child's culture is fitted to the curriculum using the ethno-linguistic oral language technique fundamental to this approach. In language elicitation episodes, the children are encouraged to express their thoughts, concepts, and ideas in their own language. These episodes are taped and analyzed by the teacher, and the information is used to develop initial reading materials and to plan future lessons. All subject matter, including math and science, is introduced to pupils in language episodes that take advantage of the child's inherent oral capacity. Teacher-pupil developed materials that rise from the child's experiences are supplemented with books and stories reflecting the children's cultural heritage and life-style. Physical objects and materials from the community and the home abound in the classroom to support the central theme of building upon what the children already know and regard as familiar.

The Cultural Linguistic classroom is nongraded and multilevel; an age span of as much as three years may occur within a single classroom. A supportive emotional climate is fostered in which cooperation and sharing replace the competition and rivalry found in many traditional classrooms. The child's self-concept is the organizing principle of this approach, and every effort is made to encourage him to recognize himself as the most important element in what is occurring around him. The classroom is physically arranged in learning centers containing both self-teaching materials for self-directed learning and those requiring assistance from teachers and teacher aides. Wherever possible, such materials include culture-based items found in the home and community. Experience

and reading charts and group books developed from linguistic sessions and writing experiences are also included. Some time in each day is given over to independent learning to further the self-directed learning objective of the approach.

Staffing under this approach emphasizes teacher aides as active participants of the teaching team--that is, as aids not maids. Emphasis is also placed on making it possible for teacher aides to continue their own education. Typically, teacher aides conduct informal talk sessions with the students, work with small groups of children during reinforcement activities, play language games with them, tape stories children make up about objects, supervise listening sessions based on such tapes, note and record new vocabulary introduced by the children, and collect culture-based objects from the community. The teacher retains overall responsibility for selecting and directing these activities.

Another goal of this model is to intensify educational awareness and participation in the home and community, as well as in the school. Parents work directly with the school as volunteers, observers, and as paraprofessionals. Workshops and training sessions are conducted to give expression to parent leadership ability and aspirations. Parent Advisory Group and other local meetings are held to encourage parents to assume a more decisive role in their child's education, to educate parents as to their rights and the services available to themselves and their children, and to promote more effective school-community interaction. The cultural base of the approach calls upon parents to provide much of the material and information needed to keep the curriculum current and community oriented. The sponsor considers parent participation, or lack of it, a principle measure of the effectiveness and success of the approach.

Evaluation of this approach is ongoing and heavily stresses the appropriateness of specific techniques used in presenting material to be learned. Film, audio, and video tapes of teacher, teacher aide, and pupil behavior and performance are used to monitor and diagnose model implementation. Sponsor-provided consultants and classroom observers offer training and guidance to teachers and teacher aides in implementing the approach, taking into account that it is based on direct as well as sponsor-provided experience. They also assist the teacher in assessing pupil mastery of specific skills to guide continuing program development.

CULTURALLY DEMOCRATIC LEARNING ENVIRONMENTS
University of California

The aim of this model is to develop an educational environment which is responsive to the learning, incentive-motivational, human-relational and preferred communication styles of the children it serves, whatever their culture. The model attempts to systematically create and maintain a classroom atmosphere, curriculum design, and teaching and assessment strategies which reflect these styles. The model has focussed upon the learning styles of Mexican-American children, while assuring that its strategies are easily adaptable to the styles of other cultures as well. Moreover, research in cognitive styles has led to development of materials and strategies for individual children and small groups. The philosophy upon which this model is based, that of cultural democracy, emphasizes the importance of sensitivity to individual differences. It emphasizes the importance of making it possible for children to be bicultural or bicognitive, to function effectively in two cultural domains.

The curriculum materials are carefully prepared for bilingual presentation and to assure cultural relevance. Bicultural (Mexican, Mexican-American, and U.S.) heritage materials are used to review concepts in math and science. These materials are designed to enhance the self-image of the Mexican-American child, to help non-Mexican-American children appreciate the contributions which Hispanic cultures have made to the development of the United States, and to promote intercultural understanding between Mexican-American and non-Mexican-American children and parents. The language curriculum helps all children in the Follow Through classrooms develop fluency and confidence in self-expression in both English and Spanish. In addition to programs for teaching English as a Second Language and Spanish as a Second Language, the sponsor staff has developed a Reading in Spanish curriculum. Montessori multisensory approaches also have been adapted for the curriculum.

Performance objectives defining which concepts are to be mastered, the manner in which mastery is to be demonstrated, and the date by which such mastery is expected are specified for all areas of the curriculum. Weekly projections written by the sponsor staff provide teachers with suggestions for meeting performance objectives. Especially noteworthy in this model are the performance objectives written for teachers, parents, parent group leaders, and other participants in the model. These are

clear, specific, and measurable goals defining expected progress in such areas as parent participation and awareness, teacher competence in applying specific strategies, number of visits to homes by parent group leaders, and the like.

Teachers receive regular training in bilingual curriculum presentation, in writing and modifying curriculum materials, and in evaluation techniques and the uses of test results. Teachers are also trained in the language and the culture of the Mexican-American community. Training workshops and inservice training for both teachers and parents are held frequently. Reading Institutes in which parents are taught how to assist in carrying out a prescriptive program developed expecially for their child are but one example. Sponsor developed techniques and materials are demonstrated by teacher supervisors on site. One method used by the supervisors for teacher training is the "Bug-in-the-Ear," a device which allows the supervisor to transmit brief instructions, suggestions, or reinforcement to teachers while the instruction is in progress.

Parent Group Leaders are employed to obtain participation of parents in all aspects of the program, not only in the PAC and as aides and volunteers in the classrooms, but as teachers in the home, in special programs in school, and in teacher training programs. Instructional materials are prepared by the sponsor staff and distributed to the parents. These are designed to assist parents in teaching their children at home. Parents are also provided with materials explaining the Follow Through program and the services and availability of community resources.

The assessment staff of the sponsor evaluates all aspects of the model to determine the extent to which individual participants are meeting the performance objectives. The staff has developed "Spot Tests" and "Interval Tests" to determine the concept development of Follow Through children, as well as fluency instruments to evaluate language facility in English and Spanish. Using the results of these evaluations, children who are not meeting specific performance objectives are identified and placed into "Target Groups" for review and special assistance; the model also uses some standardized test instruments. Evaluation and training of teachers are complementary aspects of the continuing effort to improve implementation and effectiveness of the model.

EDC OPEN EDUCATION PROGRAM
Educational Development Center

The EDC Follow Through approach is a program for helping communities generate the resources to implement open education. It is not specifically a program in compensatory education because it is based on principles EDC considers relevant for the education of all children. The approach is derived in part from ideas and practices evolved over many years in British infant and primary schools. It also draws heavily on knowledge of child development gained during the last 50 years and on EDC experience in curriculum and school reform. EDC believes that learning is facilitated by a child's active participation in the learning process, that it takes place best in a setting where there is a range of materials and problems to investigate, and that children learn in many different ways and thus should be provided with many different opportunities and experiences. In other words, the ability to learn depends in part on the chances to learn provided by the educational setting.

The classrooms are "open," and the children usually choose their activities, drawing on a great variety of materials in the room. The room is often divided into several interest areas for activities in making things, science, social studies, reading, math, art, and music. Small groups of children use any or all of these interest areas during the day. In addition, traditional subjects may be combined with any one interest area. Whether or not interest areas are physically set out, the open classroom is characterized by an interaction of subject matter and by purposeful mobility and choice of activities on the part of the children.

The child's experience is one of the starting points for teaching in an open classroom; the teacher's input is another. The role of the teacher is an active one. Teachers lead children to extend their own projects, through thoughtful responses and suggestions. The classroom is carefully supplied with materials that are likely to deepen children's involvement. The teacher occasionally works with the entire class but more often with a small group or an individual child. Aides and other adults also participate in teaching roles.

Traditional academic skills are important in the open classroom and children have many opportunities to develop them in flexible, self-directed ways that allow learning to become a part of their life style outside as well as in the classroom. EDC believes that if children are going to

live fully in the modern world, the schools must embrace objectives that go far beyond literacy training, the dissemination of information, and the acquisition of concepts. This approach is concerned with children's growth in problem-solving skills, their ability to express themselves both creatively and functionally, their social and emotional development, and their ability to take responsibility for their own learning. Accumulated experience in early childhood education in this country and overseas suggests that these larger aims must be taken seriously from the very outset of formal schooling, and that the environment that provides for them also provides a sure foundation for academic learning.

An EDC advisory team makes monthly visits to the community to assist the schools in making the changes needed to develop open education. EDC policy is to work in places with individuals who are ready for change, who have a sense of the directions in which they went to move, and who need and request advisory help.

The advisory team does not attempt to impose specific ideas or methods but tries to extend what individuals are capable of doing. The team helps by suggesting appropriate next steps and provides continuing support to teachers and aides. It conducts workshops for teachers, aides, parents, and administrators; works with teachers and aides in the classroom; provides appropriate books and materials; helps teachers and aides develop their own instructional equipment; and assists school administrators with problems related to classroom change.

EDC is convinced of the important role parents can play in the education of their children. Parents have a right and a responsibility to be involved in all decisions affecting their children. In addition, the teacher's effectiveness is greatly increased by his knowledge of a child's life outside of school. The EDC advisory team helps teachers, aides, and administrators work with parents to make them better informed about the open education program, to use parents as an important resource for knowledge about the children, and to involve parents in decisions concerning the education of their children.

FLORIDA PARENT EDUCATION MODEL
University of Florida

As the name of this model implies, its primary focus rests on educating parents to participate directly in the education of their children and motivating them to build a home environment that furthers better performance on the part of the child both in school and in life. Basic to the model is recognition of the fact that parents are a key factor in the emotional and intellectual growth of their children and that they are uniquely qualified to guide and participate in their children's education.

The Florida model is designed to work directly in the home. It is not classroom oriented in the traditional sense of having a preset curriculum or prescribed teaching strategies. It is developmental in its approach, changing classroom organization, teaching patterns, and the curriculum as needed to integrate learning activity in the school with that in the home. Learning tasks are developed that allow the home and the school to work as instructional partners. Thus, responsibility for curriculum development resides in the community, and the curriculum is the product of parent and school staff cooperation.

Paraprofessionals play an especially significant role in this model, working in the home and in the classroom. Mothers of project children are trained as both teacher auxiliaries and as educators of other parents and are assigned two to a classroom. They work half-time assisting the teacher and the rest of the time making home visits, demonstrating and teaching other mothers learning tasks developed to increase the child's intellectual competence and personal and social development. While in the home the parent educator also actively solicits ideas from the parents and information on which strategies are working.

In addition to her instructional role, the parent educator acts as liaison between the project overall and the home, serving as a referral agent for medical, dental, psychological, or social services. She informs the parents about Policy Advisory Committee meetings and other school/community functions in which they should become involved. Her experience with the children in the classroom setting as a teaching assistant enables her to keep individual parents up to date on their child's specific needs. This highly active role of the paraprofessional is crucial to the operation of the Florida model.

The teacher supervises the classroom activity of the parent educator and assists her in planning and carrying out her assignments in the home. Conversely, the teacher modifies her own activity on the basis of knowledge obtained from the parent educator's reports on the home. Parents are invited into the classroom not as passive observers but to participate actively in the instruction. Through such persistent contact the teacher learns and grows along with the parent and obtains a sound basis from which to guide preparation of learning tasks.

Recognizing the role of the Policy Advisory Committee is basic to the program. Each school develops a "mini-PAC" that participates in the activity of the larger Follow Through PAC. The larger PAC group is involved in staff selection, budgets, working with project professionals on development of home learning tasks, and in strengthening all components of the program.

Both preservice and inservice training are provided by the sponsor in implementing the model. A workshop at the University of Florida trains a cadre of teachers and parent educators along with such other key personnel as Follow Through representatives, principals, and PAC chairmen. People attending this workshop, in turn, conduct workshops at the project site. Video tapes made in the classroom and in the home guide the sponsor in addressing problems pertinent to model implementation and development. Projects also provide the sponsor with copies of their home-learning tasks, weekly observation reports, and replies to attitude questionnaires. All such information is collected subject to review and approval by the PAC. The flow of information among the sponsor, the local education agency, and the parent community reflects the team partnership emphasis of the model and gives the education of individual children its direction and shape.

HAMPTON INSTITUTE NONGRADED MODEL
Hampton Institute, Hampton, Virginia

The Hampton Institute approach offers a continuous primary school cycle that emphasizes heterogeneous multi-age grouping, and individualizing the curriculum in a nongraded setting. In this sponsor's view, planning and decision making on the part of the teacher is especially important since tailoring teaching strategy to the learning style of individual children is a constant challenge. The nongraded classroom is only as good as the activity that takes place in it, and persistent attention to planning and decision making is needed to keep such classrooms from sliding back into graded class patterns. The instruction and guidance offered Follow Through participants at the Hampton Institute Nongraded Laboratory School by the demonstration school staff is intended to prevent this from happening.

The principal objective of the model is to guide teachers and administrators toward greater competence and greater understanding of the unique needs of disadvantaged pupils. The Hampton Institute Nongraded Model provides the techniques and training for taking advantage of the open classroom atmosphere. Characteristically, the nongraded classroom employs a variety of materials and texts for learning, focuses heavily on self-directed activities among students, and emphasizes skill development for individual pupils. Diagnosis and prescription are an every day function, and teachers are provided with and taught to use the Hampton Institute Nongraded Skills Development Profile for this purpose.

In addition to the director, associate director, a full time curriculum specialist, and a program consultant, the model staff includes demonstration teachers who assume the major role of working with Follow Through teachers in implementing the nongraded concept. They present demonstration lessons in Follow Through classrooms, develop and distribute instructional materials, assess teacher growth and progress, introduce and evaluate new materials, direct workshops for teachers and aides, and develop research strategies for using evaluation data. Summer Training Workshops on the Nongraded Approach to Curriculum for the Disadvantaged for teachers, implementors, and administrators are held at Hampton Institute and on-site. During the workshops instruction is focused upon planning, building self-concept among pupils, and personalization of instruction in each curriculum area. Participants are introduced to nongraded implementation in practicum experiences with educationally disadvantaged pupils.

The Institute's Nongraded Skills Sheets are used by teachers to diagnose the needs of the individual learner and prescribe a program. The timing and pacing of the program are determined by this assessment and the decisions of the teacher. The Skills Booklet includes word recognition skills, skills in comprehension and interpretation, language arts, mathematics, and skills required in specific content areas. Teachers are encouraged to go beyond the diagnostic tools and to develop skills sheets of their own.

In the Hampton Institute model, the teacher is the manager of the classroom, planning and making decisions with children, scheduling to meet emerging demands, selecting content to correct specific skill deficiencies, and grouping and regrouping pupils on the basis of needs and interests. Teaching assistants and clerical aides provide the teacher with the time to do the planning for individualization. Instructional plans carry out the personal style of the teacher; in this model her individuality is respected and turned to advantage, as is that of the pupils. The availability of many choices, flexibility of scheduling, flexibility of grouping, and individual movement essential to the objectives of the model make training teachers in effective planning and classroom management the focal point of the Hampton Institute approach.

In some projects Hampton Institute shares sponsorship with a parent and community oriented Follow Through approach.

HOME-SCHOOL PARTNERSHIP: A MOTIVATIONAL APPROACH

Southern University and A & M College

A parent aide program, an adult education program, and a cultural and extra-curricular program are the principal elements of this model. The model aims to change early childhood education by changing parent, teacher, administrator, and child attitudes toward their roles in the education process. It is believed this can be done by motivating the home and school to work as equal partners in creating an environment that supports and encourages learning.

Parent involvement is considered instrumental in determining the child's success. Motivation to learn is enhanced by expanding the experience of parent and child together. The assumption is that a school in which parents participate both as learners and policy makers will be a school in which the child views learning as desirable and nonthreatening.

In the parent aide program, teacher aides recruited from among the parents of Follow Through children have teaching responsibilities in the home as well as in the classroom. They maintain continuous contact between the two, guiding parents in instructing their children and assisting teachers in delivering the curriculum. Other parents are recruited to act as social service aides and parent interviewers. They interview parents in the home to obtain their views regarding the effectiveness of the program and to check on the general physical welfare of the children. When health or other social services are needed, the parent interviewer assists in obtaining them. The interviews also provide useful evaluative data.

Teaching aides and parent interviewers are both active members of the local Parent Advisory Council. Meetings and planning and evaluation sessions involving aides, parents, teachers, and other project staff are scheduled regularly throughout the school year.

The adult education component of this model offers parents special tutorial services and individualized training at the basic literacy, elementary school, and high school levels of attainment. The goal of the program is to give parents educational opportunities along with certification and skills needed to obtain employment. The program also provides children with compelling evidence that education is important.

The model specifies development of job placement services as an important adjunct of the adult education component.

The cultural and extra-curricular program focuses on activities which parents and children can participate in together. Cultural exhibits, concerts, and field trips within and outside the community typify the kind of activities in which the whole family is encouraged to become involved. Extra-curricular classes in such subjects as music, art, dancing, and homemaking enroll both parents and children, in keeping with the emphasis in this model on learning and doing together. All decisions on expenditures for this component are made by the parents in the Policy Advisory Council, and the use of local community resources to further this program is emphasized.

The sponsor assistance to the local project includes a full-time Program Developer who coordinates and conducts training sessions for community participants. The adult education and cultural and extra-curricular components are coordinated by an Education Extension Director.

INDIVIDUALIZED EARLY LEARNING PROGRAM
Learning Research and Development Center
University of Pittsburgh

The LRDC model is a highly programmatic approach that capitalizes on the Center's past and continuing basic and applied educational research capability. Many elements of the Follow Through model have been pretested in the Center's prototype experimental schools. A planned learning environment and individualized instruction are keystones of the approach.

For three classes of development identified for the model--orienting/attending, perceptual/motor, and conceptual-linguistic--formal curriculum sequences have been developed. These sequences are based on research in which the range of learning objectives were first identified and then a hierarchy of objectives was established by component task analysis that determined which tasks or behaviors were prerequisite to the accomplishment of others. The teaching sequence of this curriculum derives from constraints inherent in the subject matter, and substantial investment in validating both dependencies and independencies among objectives is made. A test for each objective in the sequence of teaching confirms that prerequisite skills have been acquired. Thus the curriculum specifies skills the student needs to enter the curriculum at any point and obviates wasting time on skills he already has. A special effort is made to help the child develop the self-management skills complementary to such a curriculum. An exploratory program under development provides opportunities for the child to apply and extend his skills and concepts in a relatively informal and open-ended environment.

A formalized and individualized teacher training model is also part of this approach. It is administered by LRDC Field Service Program staff who provide direct training and consultation services and also coordinate all other Follow Through related services in participating districts. The sponsor concentrates however on training local supervisors, called Educational Specialists, who do most of the training and consulting at the local level. Assisted by LRDC staff, the Educational Specialists, following the same systematic approach used in the classroom, teaches teachers such skills as tutoring, testing, leading small-group interactions, diagnosing childrens' needs from classroom observation, and the like. In a special teacher training approach, trainee teachers learn good

teaching behavior patterns by watching good and bad examples on video tape and slides, and making judgments about them. They are then able to apply these judgments to their own work with children. The training needs of individual Follow Through sites are determined by systematic diagnosis of the degree of implementation achieved. "Model classrooms" using the LRDC approach are also being established for training Educational Specialists and teachers.

The three-phase Parent Involvement Program of this model includes short-term training programs aimed at teaching parents how to reinforce learning and how to use commerically made and homemade teaching materials. More parent support in both the cognitive and affective development of their children is the overall goal. The first phase of parent training includes familiarization with the model, its objectives, and materials used in the classroom; the second phase involves parents in supervised practice and training in the classroom; and the third phase follows up with group meetings and seminars. Parents are also encouraged to make full use of toy-game/book libraries available in the schools.

The instructional team in each LRDC classroom includes one full-time teacher and aide; for every six such instructional teams, the model prescribes the services of a full-time Educational Specialist to train and supervise. A full-time project director is responsible for overall operation of the model at the site. Until self-sufficiency is attained, a high level of professional support is maintained in the LRDC model.

INTERDEPENDENT LEARNING MODEL

The Interdependent Learning Model (ILM) is a transactional approach to education that focuses on the learner as an individual and on the social interactional context within which learning occurs. It contains elements of both the open classroom and individualized program approaches, but is distinguished by its strong focus on small group interaction as the basic structure out of which learning emerges. This derives from the conviction that a child gains most of his knowledge from interaction within his family and with his peers rather than while sitting at a desk. If education is truly preparation for life, the theory goes, it needs to be more life-like in its structure.

ILM, for example, advocates an emergent approach to language development in which communication rather than language per se is stressed. A child develops language proficiency by being presented with situations of increasing complexity that motivate him to express himself verbally. Language emerges from situations rather than being prescribed. Games and game-like activities play a major role in bringing this about.

Games are a central feature of the ILM model, often being used in combination with certain aspects of programmed instruction to achieve instructional and social objectives. Since the focus is on "learning to learn," curriculum content is not specific, although suggested games dealing with specific content areas, such as language, are being developed. In introducing new games the teacher typically follows a strategy of teaching from within; she demonstrates how to play by actually playing the game with a group, verbalizing what is being done and why and serving as a model rather than actually teaching; ultimately she transfers much of the control to the game rules, encouraging the children to direct their own learning.

The advantages seen in games further defines the philosophy of this approach. They can be played by individuals with different levels of competence, with the more advanced helping the others. They provide feedback to the child both by way of the game materials themselves and from the other participants; the child monitors the "correctness" of his own response as well as that of others. Games can approximate events in "real life" minus the risk factor. Starting with the benefit of game rules,

groups can be quickly formed and sustained with minimal adult direction. Thus, children can be led to assume increasing responsibility for making choices and managing their own behavior.

The small group approach is considered just as appropriate for developing the teaching role as the learning role in this model. The adults in the classroom are considered to be a team participating equally in decision-making and teaching functions. They are expected to meet with other teams to pool ideas, share materials, and provide mutual support. The team implements the model gradually, introducing changes in the classroom only as the team becomes relatively comfortable with them.

Joint participation between sponsor and the local project governs model implementation overall. The sponsor helps the local site develop its program according to its own needs and objectives through a coordinator serving as chief liaison between the site and the sponsor's staff. In training sessions, local staff work as apprentices to sponsor consultants at the beginning of workshops and take over training sessions by the end of the training period. As part of the training, local staff also design preservice workshops for their own sites. Responsibility for training and implementation is steadily delegated to local staff until the model finally functions autonomously.

ILM considers parents an integral part of the educational teams and urges schools to invite them into the classroom to play a real role in the educational process and to participate in model improvement. The game approach allows parents to play leadership roles in the classroom, even though their own formal education may be limited. Parents unable to participate directly in the classroom are encouraged through workshops and home visits to learn the instructional games their children are playing and to play the games with them at home.

LANGUAGE DEVELOPMENT (BILINGUAL) APPROACH
Southwest Educational Development Laboratory (SEDL)

The Southwest Educational Development Laboratory (SEDL) model is a bilingual approach first developed for classrooms in which 75 percent of the pupils are Spanish-speaking, but it can be adapted by local school staffs for other population mixes. In all cases the model emphasizes language as the main tool for dealing with environment, expressing feelings, and acquiring skills, including nonlinguistic skills. Pride in cultural background, facility and literacy in both the native language and English, and a high frequency of "success" experiences are all central objectives.

The theory applied by the model is that concepts first learned in the dominant language can easily be transferred later to a second language. Step-by-step sequenced procedures are followed in teaching language patterns, and both teaching techniques and materials are designed to develop a hierarchy of thinking processes, specific terminology, and symbols. Drills, games, and exercises are used to overcome individual linguistic problems.

Focusing on content in teaching language, all classroom activities reinforce language development. The Kindergarten program concentrates on the following skill areas: visual, auditory, motor, thinking and reasoning, discovering and exploring, and English language structures. Oral communication precedes reading and writing in the First and Second Grades. The responsibility for instruction is on the teacher rather than on specified texts. The Third Grade component of the model serves as a transition, guiding the teacher to adapt standard curricula to the unique needs of the bilingual children, thus preparing them to function effectively in a traditional Fourth Grade.

The model stresses a high degree of adult-child contact. Teachers and aides are constant language models, assuring the child he can succeed and reinforcing him with recognition and praise. Kindergarten classes are usually divided into three or four groups, with the teacher and aide working with one group while the other groups work independently. All groups cover the same material, but those progressing more rapidly are given expanded materials. In the First and Second Grade classes, the teacher presents a lesson to the whole group with visual aids and books, and then the children work in small groups or as individuals with enrichment materials based on the lesson.

Optimal staffing includes a bilingual teacher skilled in the methodology of second-language teaching and a bilingual aide in each classroom. Staff development coordination and evaulation activities are also required of local project staff. Staff development aimed at continuous professional development of district teachers and administrators is a supporting component of the model. Summer training workshops for local Staff Development Coordinators result in ongoing training and assistance at the project site. SEDL has designed a series of training modules that include manuals, video tapes, and filmstrips to help teachers implement curriculum materials in a way consistent with the cultural and linguistic needs of the child.

The model seeks to accelerate the child's success at school by encouraging a positive expectation of achievement in the parent, and parents are invited to take part in classroom activities. Parent involvement is regarded as essential, and special materials are available for the parent to use at home to reinforce the child's Kindergarten experience.

During the past three years, the model has been modified and improved on the basis of pupil progress reports, teacher feedback, and other formative evaluation data.

MATHEMAGENIC ACTIVITIES PROGRAM (MAP)
University of Georgia

The MAP model emphasizes a scientific approach to learning based on teaching the child to make a coherent interpretation of reality. It adheres to the Piagetian perspective that cognitive and affective development are products of interactions between the child and the environment. It is not sufficient that the child merely copy his environment; he must be allowed to make his own interpretations in terms of his own level of development.

An activity-based curriculum is essential to this model since it postulates active manipulation and interaction with the environment as the basis for learning. Individual and group tasks are structured to allow each child to involve himself in them at physical and social as well as intellectual levels of his being. Concrete materials are presented in a manner that permits him to experiment and discover problem solutions in a variety of ways. The sponsor contends true learning cannot occur when tasks that exceed a child's level of development are forced on him. On the other hand, a child is attracted and challenged to learn by tasks representing the next step beyond his current experience and knowledge level. Both teaching techniques and curriculum materials emphasize sequential arrangement of tasks in small steps to create a stimulating discrepancy or "mismatch."

Thus, the mathemagenic classroom stresses learning by doing as well as individual initiative and decision-making on the part of the child. An attempt is made to maintain a careful balance between highly structured and relatively unstructured learning situations and between the level of conceptual material and the capability of individual children; small group instruction by teacher and aides is emphasized but with specific provisions for individual activity. This results in a great variety in the media employed, the activities available to the child, and in the social situations the child encounters.

The classroom is arranged to allow several groups of children to be engaged simultaneously in similar or different activities. Teachers' manuals including both recommended teaching procedure and detailed lesson plans for eight curriculum areas (K-3) are provided in the model. Learning materials also include educational games children can use without supervision in small groups or by themselves. Art, music, and physical education are considered mathemagenic activities of equal importance to

language, mathematics, science, and social studies. Feelings of self-confidence and motivation to learn are viewed as natural consequences of the mathemagenic approach to learning.

Sponsor assistance to projects includes assignment of curriculum specialists to spend some time each month in continuous inservice teacher-aide training and a Project Advisor to coordinate the model with the other aspects of the Follow Through project, such as the Policy Advisory Committee, supporting services, and home-school activities. Preservice workshops are held during which teachers and teacher-aides gain experience using the curriculum materials and learn how to implement MAP principles. Second-year teachers and aides are expected to assume leadership roles in these training workshops, and parents and the Policy Advisory Committee are invited to all sessions. Parents and Follow Through staff work together during the year in the overall efforts in home-school coordination and in encouraging the local community to participate in the program.

Evaluation is a continual process. Project staff participate jointly in evaluating the effectiveness of various aspects of the program and in recommending improvements. Evaluative information is used in program development and for specifying, in observable terms, important dimensions of the program.

THE NEW SCHOOL APPROACH TO FOLLOW THROUGH

New School of Behavioral Studies in Education
University of North Dakota

The New School model is process oriented and takes its shape from the established experience and programs of this experimental college within a university. The New School has established formal cooperative relationships with over 40 communities--apart from its Follow Through involvement--in which its teaching interns and faculty attempt to implement the New School philosophy. In Follow Through projects, teachers are also implementing the New School approach.

The approach is not so concerned with instructional content as the processes by which content is taught and the conditions under which children learn. The goal of the approach is to create classrooms in which children continue to wonder and imagine; are open and honest and respectful of themselves, adults, and other children; are intensely involved and led by their natural curiosity to concern and commitment; initiate activities and take responsibility for their own learning; and are willing to face uncertainty and change with confidence. Classrooms responsive to these dicta are each likely to develop their own unique character.

The model postulates the classroom as the unit of treatment and sponsor efforts focus on the teacher as the key to creating the kind of learning environment the approach strives to achieve. On the other hand, the approach recongizes the limits of professionalism and the need to apply other human resources that exist in every school community in the classroom as well. Opening the school to increased and direct parental and community participation is fundamental to the approach. Such participation is easiest to implement in classrooms in which individualized and personalized instruction is taking place.

Apart from the unique character each classroom should develop following this approach, there are certain characteristics typifying the New School classroom which it considers important. Among them are: an atmosphere of mutual trust between children and adults; teachers who guide and advise and view themselves as active learners; wide range and diversity of learning materials available, with little replication; play functioning as an active learning principle; a fluid schedule in which beginning and ending points of learning experiences are natural and free

of the clock; parents present and participating at a high level, sharing in learning; children learning from one another and cooperatively in conversation; older children assisting younger children; outside interests integrated into the curriculum; and free and unobstructed movement between learning center subject matter areas. The approach acknowledges the need to provide basic curricular skills, but contends an environment responding to individual needs and learning rates is the most effective means for doing so.

Summer workshops for Follow Through teachers, aides, administrators and parents are held during which all participants are introduced to the model and share the experience of teaching interns who have just spent a year or more creating open classrooms. Other workshops in the community, monthly visits by New School resource personnel, exchange visits between teachers in Follow Through and other New School classrooms, and special workshops and organizational meetings to involve parents directly are typical of the sponsor assistance provided.

Every effort is made to evaluate the New School program in light of the educational goals established in each community. The model directs much of the evaluation effort to assisting teachers parents, aides, and administrators in developing evaluation mechanisms that will be useful to them. Interviews with children, teachers, and parents as well as classroom observations are conducted by the New School to evaluate the extent to which a positive learning environment is being achieved in the classrooms.

THE PARENT SUPPORTED APPLICATION OF THE BEHAVIOR ORIENTED PRESCRIPTIVE TEACHING APPROACH

Georgia State University

A fundamental principle of the BOPTA model is that parents and school personnel can, and want to, increase their ability to help their children learn. Also, parents and school personnel together can be more effective than either can alone. The sponsor's goal is to assist both school and home to develop better child helping skills and ways to implement these skills cooperatively and systematically. These child helping skills are derived from careful study of child development, learning, and instructional theory, research, and practice. The approach is systematically eclectic and features both diagnostic sequential instruction and child-initiated discovery learning.

Learning opportunities for children are developed by the community in cooperation with the sponsor. These activities are designed to help children attain specific behavioral objectives in the areas of (1) intrapersonal skills (such as self-concept); (2) interpersonal skills (such as using others as sources of information); (3) sensory-perceptual-motor skills (such as eye-hand coordination); and (4) cognitive skills (such as solving problems). The corps of trained Home Visitors develops most of the tutorial learning activities used by parents for one-to-one instruction. The Home Visitors instruct parents in the use of these activities. Teachers and teaching assistants design small group learning activities for use in the classroom. The focus on the "how to" of learning is maintained across all activities and objectives. These learning activities help instruct children in problem solving and learning-to-learn skills. Insofar as possible, these community derived units of learning activities are written in a game format and sequenced in order of complexity. In developing activities, care is taken to assure that optional levels of difficulty (concrete, representational, and symbolic) are available to take into account differences in experience and variation in learning rates. Tutorial activities developed for home use are designed to sustain and reinforce the goals of classroom activities, but do not copy them. Pretests help determine when and at what level each child starts each unit and posttests help determine the degree of success.

Self-evaluation supplants grades for children and is considered to be an integral and crucial part of the system for improving learning opportunities for children. Self-evaluation is continuous and governs learning activity design, inservice training, and all other aspects of the program. All participants in the program evaluate and are evaluated.

Data gathering forms range from daily logs to classroom observation ratings. Instruments and their uses are described in the Self-Evaluation Manual. The self-evaluation process provides for a continual needs assessment at all levels of the program and guides program change and improvement. In addition to the diagnostic-prescriptive evaluation procedures, the sponsor is conducting a five-year summative evaluation of the model as it is implemented in each local community.

The local staff is divided among three functional components: Home Instruction, Classroom Instruction, and Family Services. The Home Instruction Component includes a coordinator, paraprofessional assistants, and Home Visitors. The Classroom Instruction Component includes coordinators, teachers, teaching assistants, and principals. The Family Services Component includes a coordinator, social worker, psychologist, medical specialist, parent educator, and paraprofessional assistants. The Family Services Component ties together, and gives focus to, the resources of the community available for dealing with the health, dental, nutritional, social, and psychological needs of Follow Through children and families.

A manual on Skill Objectives for Children is provided by the sponsor to guide the project community in establishing desired behavioral outcomes. The Learning Activities Manual describes the process used to develop basic units of learning activities to meet specified objectives. The Home Instruction Manual provides basic information concerning the processes used by Home Visitors to help parents become more effective as parents and teachers of their children. The Classroom Instruction Manual describes the philosophy and design of a diagnostic-prescriptive-individualized learning setting advocated within the sponsor's framework. The Family Services Manual contains an outline for the provision of comprehensive preventive and remedial services.

Timely summaries of self-evaluation data provide a firm and current basis for planning and training activities. The sponsor provides manuals, training modules, formative and summative data, preservice workshops, and inservice consultation for participants in all three components of the program. Consultation and training are based on assessed need and demand.

RESPONSIVE EDUCATIONAL PROGRAM

Far West Laboratory for Educational Research and Development

Learning activities that are self-rewarding (autotelic) and an environment structured to be responsive to the individual child's needs, culture, and interests are the main principles in this model. The autotelic principle states that the best way for a child to learn is for him to be in an environment in which he can try things out, risk, guess, ask questions, and make discoveries without serious psychological consequences. Autotelic activities include tasks and games that help the child develop a skill, learn a concept, or acquire an attitude that can be usefully applied in some other endeavor.

This sponsor believes that rewards are intrinsic within an activity and that the child gets feedback from physical materials as well as human interactions. Thus, he need not depend solely on the authority of the teacher for rewards, punishments, or feedback. The child becomes self-directed and develops inner controls.

The goals of the model are for the child to make interrelated discoveries about his physical and social world and to develop a healthy self-concept. A healthy self-concept allows the child to accept himself and his culture, to make realistic estimates of his own abilities and limitations, and to have confidence in his own capacity to succeed. Such a child is willing to take risks, learns from his mistakes, and feels safe in expressing his feelings. He learns to apply all his resources--emotional, physical and intellectual--to the process of solving problems within his environment.

In the Responsive Model classroom the child is free to explore within a carefully controlled environment containing learning centers and a variety of games and activities. There is freedom to choose activities within already established limits. What he chooses to do is more likely to become important to him, to stimulate affective involvement, and to pose real problems. The child searches for solutions to problems in his own way, using a variety of resources, both physical and human. The teachers guide his discovery of solutions. The child finds out if his solutions work. Solutions he discovers often fit together and lead to other discoveries. The child's reward is what he gains from the entire experience.

Learning sequences have been developed for the model, but each child may work at his own pace. There are no constraints to master given lesson content by a given time. It is assumed in the model that no single theory of learning can account for all the ways in which children learn. What is considered essential is that a variety of educational alternatives be available to build on whatever background, cultural influence, or life style the child brings to school.

The sponsor of this model trains a person from the local community to act as Program Advisor. The Program Advisor conducts inservice training for all staff and parent groups and is responsible for carrying the model's program into the classroom. One aspect of the training includes developing career-directed jobs for parents as teacher assistants, typing booth attendants, and the like. The training program is the first concern in evaluating the model overall. An attempt is made to determine how effective the training program is in producing the changes in teacher behavior required to implement the model and whether the changed behavior indeed affects the growth of children toward the self-concept and intellectual objectives of the program.

Since the approach taken by the Responsive Model places equal responsibility for the child's education on the home, particularly heavy emphasis is placed on parent involvement. Parents are offered training during which they are familiarized with the program and trained to pursue its objectives in the home. A game and toy library is available for parent use, and it includes filmstrips and audio tapes that demonstrate how the toys and games should be used. The sponsor also offers a course to teacher-librarians so they can further assist parents in the application of program materials.

In addition to the parents trained specifically for employment in the project, parents in general are invited to participate in classroom activity on a volunteer basis. This gives them the opportunity to become aware of the kinds of adult-child interactions that contribute to the child's success in school and to become familiar with the principles and the activities of the program. The purpose of the carefully planned parent involvement demonstrated by this model is to train parents for the leadership and policy-making roles the sponsor feels they should assume in the education of their children.

RESPONSIVE ENVIRONMENTS CORPORATION EARLY CHILDHOOD MODEL
Responsive Environments Corporation

REC is a profit making corporation whose Follow Through approach is built around the educational hardware and software support systems it manufactures and markets and around the responsive environment concept these systems serve.

The responsive environment concept is based on the following premises:

- Child development in all domains is related to the quality of the environment and the nature of the child's interactions with it.
- The environment must be designed to meet the needs of individual children.
- Active interaction with the environment produces more growth than passive participation.
- Intrinsically motivated activity is more effective than extrinsic reinforcement in developing long range patterns of exploration and discovery.

In application, the approach borrows from the theories of Piaget, from traditions of programmed instruction, and from the "open classroom" approach of the British Infant Schools.

Included in the automated equipment employed in the model are the Talking Typewriter, the Talking Page, and the Voice Mirror, along with related software programs. The Talking Typewriter is a computer-based multisensory learning system consisting of a typewriter keyboard, audio systems providing verbal information, and visual systems which present pictorial and written material. Its purpose is to provide comprehensive instruction in reading skills, especially code-cracking skills.

The sponsor also makes available a number of nonautomated instructional packages including books and a series of skills labs complete with teaching guides and all the necessary equipment. An example is the "Early Number Multi-Group Lab" which provides materials that permit the pupil to learn mathematical ideas by concrete analogy and manipulation of real objects.

The advantages claimed for the support systems approach embodied in the REC model are that the learner can explore freely, can obtain immediate feedback, can pace himself, and can apply his own capacity to discover relationships, and also that the prepackaged systems free the teacher to expend more energy on meaningful interaction with individual pupils.

In the REC classroom the interrelated support systems are organized and presented to the child in a balanced fashion that includes many types of activities and ample time for free choice and exploration. Structured and unstructured child-directed and teacher-directed activities are made available in a non-graded heterogeneous group setting. The technology and materials available are open-ended and can be used in increasingly complex ways as proficiency grows, including ways the teacher herself may program.

In addition to the project teacher, staff includes one paraprofessional aide used as much as possible in one-to-one small group instruction, a paraprofessional attendant for each two Talking Typewriters, and a paraprofessional for each 8 to 12 Talking Page devices. Normally the Language Arts Center in which the Talking Typewriters are housed is shared by several classrooms.

Workshops, on-site training, and consultation provide the background teachers need to make effective use of the systems and packaged materials. REC emphasizes establishing an ongoing staff development program on-site. The sponsor feels it is equally as important to meet the needs of the teacher as those of the child if the approach is to work and consequently expects a certain amount of variability to occur between projects within the responsive environment framework.

Through parent workshops and materials taken home by the children, input is made into the home environment. Parents are shown how to reinforce specific skills and how to continue to foster the development of a positive self-concept. Parents are encouraged to volunteer in the classroom as well.

Evaluation is systematic and frequent and relies on a variety of methods: observation of the child, informal progress checks related to specific materials, and administration of standardized tests. The purpose of evaluation is to keep the teacher informed about each child's needs so that instruction can be as individualized as possible.

ROLE TRADE MODEL
Western Behavioral Science Institute

The premise guiding this model is that the structure of society and education can be changed for the better by altering role behaviors. The model aims to do this by initiating conscious trading and exchange of roles within the community to increase understanding and communications. The goal is a community of learners in which all the elements of the home, the school, and the neighborhood teach and learn from one another in an "extended classroom" of which all are a part.

The model calls for bringing educators, parents, pupils, and other elements of the community together to cooperatively plan and implement the program. Role trade and role displacement are carried out in workshops, training sessions, and community meetings. The teacher obtains a better understanding of the homelife of the child and of the symbols and environment with which he comes in contact and adapts the curriculum and classroom activities to the child's experiences, thus making them more relevant and more likely to be retained. Wherever possible, role trading is applied as an instructional technique for all participants of the model.

The neighborhood and the home both contribute educational resources to the program. This might be the special skill or interest of some parent, demonstration of some product by a local merchant, objects and pictures of special interest supplied by a family, the experiences of a local high school or college student just returned from a trip, or any number of such possibilities. Neighborhood experiences of all kinds, planned and unplanned, are used to teach and reinforce fundamental skills by relating them to the child's environment. Field trips to neighborhood businesses or local landmarks are not considered to be extracurricular but rather to be normal movement within the total environmental classroom.

Within the school classroom, instruction is carried out by a teaching team consisting typically of a teacher, an instructional aide, and three or more older children (5th and 6th Graders) acting as "cross-age teachers." Each team works on its own curriculum at weekly meetings and during the week, and the children are given many opportunities for small group activity and role interaction. An education specialist works with the teams to help develop curricula that can be used in the home and to discover new ways in which parents might be used as resource persons. The specialist also coordinates the cross-age teaching activity, conducts in-service workshops for the teaching teams, and develops field trip activity.

Other positions included as part of the model are those of the on-site administrator, the psychologist, a home counselor, a nurse, a speech and hearing specialist, and an intensive learning center specialist. Community aides employed by the district provide continuous liaison and access to neighborhood resources. The home counselor assists with the latter activity, observes class and play behavior, and directs parents to community resources for which they may have a need.

The Policy Advisory Committee for this model is active in support of the model's goal of involving all parents on a personal and continuing contact basis. All parents are invited to attend PAC meetings and a concerted effort is made to get both mothers and fathers involved. The PAC, the classroom, the family, and the curriculum are considered to be the four component subsystems within the role trade model.

Evaluation is a concern of the entire community and the model stresses that the behavior of everyone in the community of learners assumed by the model should be evaluated. The sponsor staff acting as evaluation and communications consultants defines and examines continuities and discontinuities in existing and emerging curricula and helps in developing means for increasing continuity and communication between the varied elements in the community.

TUCSON EARLY EDUCATION MODEL (TEEM)
University of Arizona

Participation in contemporary society requires skills and abilities missing in the behavioral repertoires of many individuals because their background does not provide an adequate foundation. The TEEM model attempts to solve this problem by providing children with educational experiences appropriate to developing such skills and abilities--beginning with the behavior characteristics and level of development with which the child enters school and working from there. The model calls on teachers to individualize their teaching and emphasizes persistent adult-child interaction on a one-to-one basis. To meet the needs and learning rates of individual children, the model provides a great variety of behavioral options, including both self-selected and structured activities.

The curriculum for the model focuses on four general areas of development: language competence, development of an intellectual base, development of a motivational base, and societal arts and skills. An intellectual base includes skills assumed to be necessary to the process of learning (e.g., ability to attend, recall, organize behavior toward goals, and evaluate alternatives). A motivational base includes attitudes and behavior related to productive involvement, such as liking school and learning, task persistence, and expectation of success. Societal arts and skill acquisition include reading, writing, and math skills, combined with social skills of cooperation, planning, and the like.

In this model a skill is always taught in a functional setting, and concepts are illustrated by a variety of examples across content areas both within and outside the classroom. Field trips, walks, and visits to the children's homes help the child generalize new skills to his own environment. The technique of simultaneously attending to developing language, intellectual, motivational, and societal skills in a meaningful setting is defined in the model as "orchestration".

The TEEM classroom is organized into behavioral settings and interest centers for small groups to encourag interactions among the child, his environment, and others. Pupil groups are purposely heterogeneous so that children of different ability levels will learn from peer models and work independently with available materials. Imitation, a formal part of classroom practice, is viewed as an especially important process in language acquisition. Social reinforcement techniques, such as praise, attention,

and affection, are liberally applied, and materials are chosen and arranged for their reinforcing value. Every effort is made to ensure that the child will come to regard school as significant and rewarding.

In the open-ended context of this model, lessons and learning experience are given definite structure and direction through careful planning by the staff. Adults working in the classroom are trained to use the experiential background of pupils to further instructional objectives, and the home and the neighborhood are treated as instructional resources.

The delivery system for the TEEM model includes programs and services developed to provide continuous input, demonstration, and evaluation to the community, the classroom instructional staff, and to parent liaison personnel. Field representatives visit sites to provide guidance and communicate questions and problems back to the TEEM center. School psychologists serve as consultants to teach project staff to apply psychological techniques in defining and solving educational problems. Evaluation services include a new program that clearly sets out objectives of the program and ways for the community to evaluate how well they are met.

The model establishes positive and frequent contact between schools and parents to acquaint parents with the instructional program and to influence them to participate in school-related activities, work with the Policy Advisory Committee, serve as classroom volunteers, and train for new careers. An attempt is made to provide parents desiring to have a more direct influence on educational policy with increased knowledge about the school system and the political influences that play a role in policy making.

UNIVERSITY OF OREGON ENGLEMANN/BECKER MODEL FOR DIRECT INSTRUCTION

University of Oregon

The sponsors of this model insist that a child who fails is a child who has not been properly taught and that the remedy lies in teaching the skills that have not been mastered. The model attempts to bring disadvantaged children up to the "normal" level of achievement of their middle-class peers by building on whatever skills children bring to school and to do so at an accelerated pace.

Using programmed reading, arithmetic, language, art, and music materials and behavior modification principles, the model employs strategies to teach concepts and skills required to master subsequent tasks oriented toward a growing level of competence. Emphasis is placed on learning the general case, i.e., developing intelligent behavior, rather than on rote behavior. Desired behaviors are systematically reinforced by praise and pleasurable activities, and unproductive or antisocial behavior is ignored.

In the classroom there are three adults for every 25 to 30 children: a regular teacher and two full-time aides recruited from the Follow Through parent community. Working very closely with a group of 5 or 6 pupils at a time, each teacher and aide employs the programmed materials in combination with frequent and persistent reinforcing responses, applying remedial measures where necessary and proceeding only when the success of each child with a given instructional unit is demonstrated. At the same time, the teacher aides are working with other small groups throughout the classroom in a similar manner. Training in implementing the model includes local summer workshops for all teachers and teacher aides and inservice training during the school year.

Family workers, who are usually parents themselves, personnally contact all project parents to acquaint them with the program and teaching materials; inform them about their children's progress; and encourage them to attend Policy Advisory Committee meetings, visit school, and participate in training leading to work in the school. Parent workers also instruct parents in the use of materials to supplement the school program in the home and attempt to organize parents experiencing special difficulties into problem solving groups. On occasion, they contact local social service agencies where special assistance is needed by individual families.

Evaluation is an ongoing part of the program. Tests are administered at the beginning and throughout the year to determine if children are being taught the skills required by the model and at what rate. The tests are administered by parents especially trained for the job. Continous test data provide a positive gauge of teacher performance and allow for timely remedial action when the program appears to be implemented improperly or students appear to be falling behind. Video tapes of teachers and aides executing training tasks are used both to determine and to correct specific difficulties. Bi-monthly reports are issued to teachers reporting the progress of individual children and classroom summaries.

The parent Policy Action Committee participates actively in the model, focusing attention on the needs and interests of parents, recruiting parent aides, and assisting in writing the Follow Through proposal. The model is firmly committed to support a parent-community-school partnership in the operation of its program. The sponsor feels project parents must have the right to judge the effects of the program for themselves, both to provide criteria of program success and to guide efforts at program improvement.

FOLLOW THROUGH PROGRAM SPONSORS

AFRAM PARENT IMPLEMENTATION APPROACH

Afram Associates, Inc.
68-72 E. 131st Street
Harlem, New York 10037

Director: Preston Wilcox

BANK STREET COLLEGE OF EDUCATION APPROACH

Bank Street College of Education
610 W. 112th Street
New York, New York 10025

Director: Elizabeth C. Gilkeson

BEHAVIOR ANALYSIS APPROACH

Support and Development Center
for Follow Through
Department of Human Development
University of Kansas
Lawrence, Kansas 66044

Director: Don Bushell, Jr.

CALIFORNIA PROCESS MODEL

California State Department of Education
Division of Compensatory Education
Bureau of Program Development
721 Capitol Mall
Sacramento, California 95814

Director: James Jordan

COGNITIVELY ORIENTED CURRICULUM MODEL

High/Scope Educational Research Foundation
125 North Huron Street
Ypsilanti, Michigan 48197

Director: David P. Weikart

CULTURAL LINGUISTIC FOLLOW THROUGH APPROACH

Center for Inner City Studies
Northeastern Illinois University
700 E. Oakwood Boulevard
Chicago, Illinois 60653

Directors: Nancy L. Arnez
Clara Holton

CULTURALLY DEMOCRATIC LEARNING ENVIRONMENTS

University of California, Riverside
2316 Library South
Riverside, California 92502

Director: Manuel Ramirez III

EDC OPEN EDUCATION FOLLOW THROUGH PROGRAM

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

Director: George E. Hein

FLORIDA PARENT EDUCATION MODEL

University of Florida
513 Weil Hall
Gainesville, Florida 32601

Director: Ira J. Gordon

HAMPTON INSTITUTE NON-GRADED FOLLOW THROUGH MODEL

Hampton Institute
Hampton, Virginia 23368

Director: Mary T. Christian

HOME-SCHOOL PARTNERSHIP: A MOTIVATIONAL APPROACH

Clark College
240 Chestnut Street, S.W.
Atlanta, Georgia 30314

Director: Edward E. Johnson

INDIVIDUALIZED EARLY LEARNING PROGRAM

University of Pittsburgh
Learning Research and Development Center
Project Follow Through
G6 Social Science Building
Pittsburgh, Pennsylvania 15213

Directors: Lauren Resnick
Warren Shepler

INTERDEPENDENT LEARNING MODEL

Follow Through
1700 Stewart Avenue S.W.
Atlanta, Georgia 30315

Director: Frances Cox

Follow Through
Public School 76M
220 West 121st Street
New York, New York 10027

Director: Altharanzo L. Thompson

FOLLOW THROUGH PROGRAM SPONSORS (Concluded)

LANGUAGE DEVELOPMENT (BILINGUAL) EDUCATION APPROACH

Southwest Educational Development Laboratory (SEDL)
Follow Through Model
800 Brazos Street
Austin, Texas 78701

Director: Don H. Williams

MATHEMAGNETIC ACTIVITIES PROGRAM

University of Georgia Follow Through
Psychology Department
Athens, Georgia 30601

Director: C. D. Smock

THE NEW SCHOOL APPROACH TO FOLLOW THROUGH

University of North Dakota
Center for Teaching and Learning
Grand Forks, North Dakota 58201

Director: Vito Perrone

PARENT SUPPORTED APPLICATION OF THE BEHAVIOR ORIENTED PRESCRIPTIVE TEACHING APPROACH

Georgia State University
Department of Early Childhood Education
33 Gilmer Street
Atlanta, Georgia 30303

Director: Walter L. Hodges

RESPONSIVE EDUCATIONAL PROGRAM

Far West Laboratory for Educational Research and Development
1 Garden Circle
Hotel Claremont
Berkeley, California 94705

Director: Denis Thoms

RESPONSIVE ENVIRONMENTS CORPORATION EARLY CHILDHOOD MODEL

Responsive Environments Corporation
200 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Director: Lorie Caudle

ROLE-TRADE MODEL

Western Behavioral Sciences Institute
1150 Silverado
La Jolla, California 92037

Director: Stanley Crockett

TUCSON EARLY EDUCATION MODEL

Arizona Center for Early Childhood Education
1515 E. First Street
University of Arizona
Tucson, Arizona 85719

Director: Joseph M. Fillerup

UNIVERSITY OF OREGON ENGELMANN-BECKER MODEL

University of Oregon
College of Education
Follow Through Project
Eugene, Oregon 97403

Directors: Siegfried Engelmann
Wesley C. Becker

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

(Jeanne

Our Reference: BESE

Dear Friend:

Thank you for your inquiry about the Follow Through Program. I hope that the information which follows will be helpful.

Follow Through is a research and development program for disadvantaged children from low-income families. It began in the school year 1967-68, with 40 pilot projects and is authorized under Title II of the Economic Opportunity Act. Follow Through was designed to sustain and expand upon the gains made by children in Head Start or similar pre-school programs. More than 90,000 children (50 percent Black, 14 percent Spanish surnamed, 30 percent White, and 5 percent Indian) were enrolled in school year 1972-73. Moreover, 80 percent of these children were from low-income families according to the Office of Economic Opportunity poverty index.

The program is based on the concept of planned variation, i.e., using more than 20 different community agencies or institutions of higher education, designated as sponsors, each of which has developed an approach to the education of disadvantaged children in kindergarten through third grade. The program emphasizes community and parental involvement, and encourages the focusing of available local, State, private and Federal resources on low-income persons. There are in school year 1972-73 about 4,000 Follow Through classrooms in 617 schools using approximately 6,000 classroom aides. In all, there are approximately 7,500 paraprofessionals employed in the program, the majority of whom are parents of Follow Through children.

The Follow Through Program requires that each project be comprehensive in scope and directly focus on all aspects of child learning and development. This includes instruction, medical and dental health, nutrition, psychological services, social services, staff development and career advancement. All of these components must be systematically evaluated and the necessary program changes made to meet changing needs.

Follow Through has had a contract with Abt Associates and Stanford Research Institute (SRI) for a longitudinal evaluation study to assess the effectiveness of various approaches to early childhood education which are being tried in the Follow Through Program.

SP 006 776

The map which is included shows the locations of Follow Through projects.

Again, thank you for your interest in Follow Through.

Sincerely yours,

Rosemary C. Wilson

Rosemary C. Wilson
Director, Follow Through Branch
Division of Compensatory Education

This map depicts Follow Through sites with the exception of Hawaii, Puerto Rico and Alaska.

THE NATURE OF THE FOLLOW THROUGH PROGRAM

Each Follow Through project followed a similar and prescribed path to Federal approval, funding and operation: recommendation of the project by the State Educational Agency (SEA) for inclusion in Follow Through; preparation and submission of a proposal to the U.S. Office of Education giving evidence of willingness to adhere to program objectives and guidelines; mobilization of supporting services to meet the nutritional, medical, dental and psycho-social needs of participants and involvement of parents and community representatives in the entire developmental process. Follow Through begins at kindergarten or first grade, depending on the school entry level in the community, and adds a grade each year through third grade.

Visiting a Follow Through project is the best introduction to the program because a visitor is able to sense the comprehensiveness of the program, the concerned involvement of parents and teachers, and the level of enthusiasm of the children.

There is no typical Follow Through project. Rather, there is a range of variation, among both sponsor approaches and community sites. There are, however, certain shared concepts and objectives:

- Follow Through projects focus upon improving the "life chances" of the low-income children served.
- Follow Through projects provide services to meet the medical, dental, psycho-social and nutritional needs of the children they serve.
- Follow Through projects provide instruction by teachers and aides who are trained in accordance with the sponsor approach selected by their communities.
- Follow Through projects provide counseling for both the children and their parents.
- Follow Through projects contribute to the experimental nature of the program designed to produce effective ways to educate low-income children.
- Follow Through projects serve children in kindergarten or grades one through three of elementary school, 50 percent of whom were previously enrolled in a pre-school program, such as Head Start.

- Follow Through projects provide for the direct involvement of the parents of children enrolled in the program through their participation in the development, operation, and overall direction of the program.

The Follow Through commitment to parental involvement is exemplified by the Policy Advisory Committee. Every Follow Through project includes a Policy Advisory Committee (PAC), at least half of whose members must be elected by the parents themselves from among the low-income parents of Follow Through pupils. Other members are drawn from local community groups and anti-poverty agencies. The PAC participates directly in all phases of Follow Through project development and operation and has responsibility for:

- developing and approving the application for the grant;
- establishing criteria for the selection of both salaried and volunteer personnel and assisting in their recruitment;
- listening to and acting upon parent grievances;
- organizing parent activities that foster wider participation of parents in monitoring the progress of the project;
- suggesting improvements in project design and operation; and,
- acting as general liaison among all elements of the project.

The concept of sponsorship is basic to Follow Through. The program sponsor is usually an educational institution or private educational research organization which has developed an approach to the education of poor children in grades kindergarten through three. Typically, the sponsor became associated with a community at the invitation of the local education agency, the Policy Advisory Committee, and appropriate community representatives, all of whom had the opportunity to judge the suitability of the sponsor's approach. The sponsor provides the technical assistance, training for teachers and parents and overall guidance required to implement the approach.

The sponsor in no sense manages the Follow Through project. Management is the prerogative of the local Follow Through Director and the community through its Policy Advisory Committee.

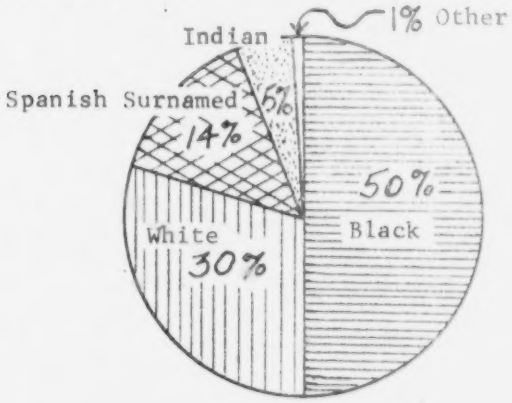
In addition to the sponsored projects, there are a number of projects which have elected to remain unsponsored.

These are classified as self-sponsored projects and have instituted educational approaches which they themselves have developed.

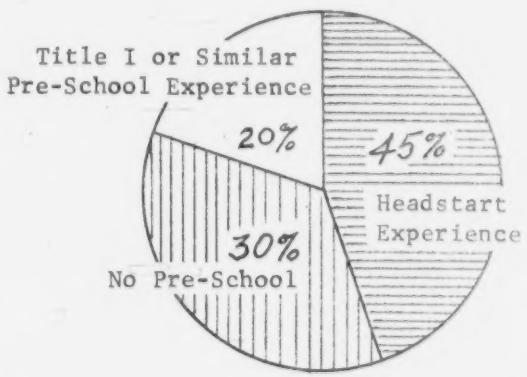
Fourteen Follow Through projects are parent implemented, eleven of these are associated with a sponsor and three utilize self-sponsored approaches. In these projects, with the agreement of the school district, the parents have responsibility and authority for specific curriculum development and play the major role in planning, operating, and evaluating of the project.

The many different models or approaches being used throughout the country assure diversity in the national program. While these models have many goals in common, they vary in the emphasis placed on individual goals. All 50 States, many types of communities, both urban and rural, and diverse ethnic populations are represented in the 173 projects which comprise the National Follow Through Program.

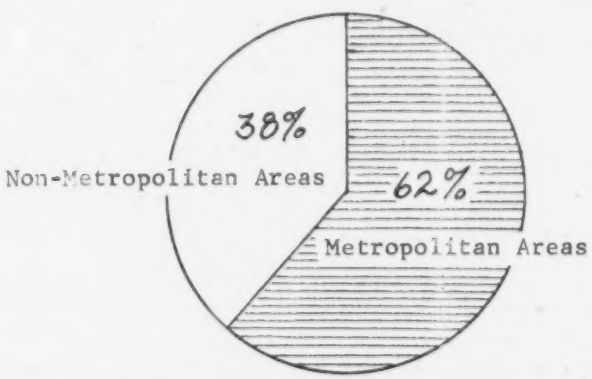
RACIAL AND ETHNIC CHARACTERISTICS OF PARTICIPATING CHILDREN



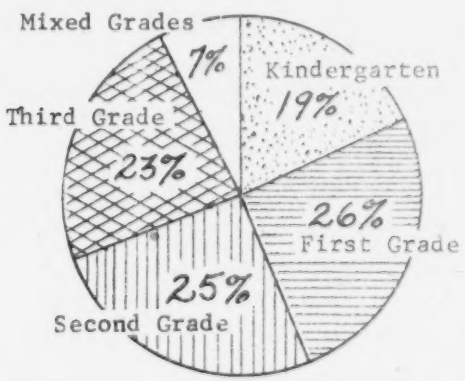
TYPE OF PRESCHOOL EXPERIENCE RECEIVED BY CHILDREN IN THE PROGRAM



LOCATION OF PROJECTS



DISTRIBUTION OF CHILDREN IN THIS PROGRAM BY GRADE LEVEL



• THE SPONSORS

An innovative aspect of Follow Through is the availability of a wide variety of educational approaches from which a community can choose in designing a Follow Through project of its own. Although the instructional approaches vary, the sponsors share common orientations:

- All of them seek to develop children's learning abilities.
- All are convinced of the importance of individual and small group instruction and frequent interchange between children and concerned adults.
- All attempt to make learning interesting and relevant to the child's cultural background.
- All believe that the child's success in learning is inseparable from his self-esteem, motivation, autonomy, and environmental support.

The sponsors differ among themselves chiefly in the priorities which they assign to these objectives and in the sequence in which they pursue them.

It is important to recognize that the concept of planned variation was not intended as a means of finding a single best method for educating disadvantaged children. A wide variety of groups of children suffer from the effects of poverty, and a program that is appropriate for some may not be appropriate for others. Each approach is being tested in several different locations to yield information about optimal matches between approaches and circumstances. Several of the approaches are complementary and have been operated in combination by various Follow Through communities. Some approaches, for example, are primarily concerned with parental involvement, while others place primary emphasis on the curriculum, the teacher, and the classroom.

Enclosed is a monograph which gives brief descriptions of the Follow Through Sponsors.

• SUPPORT SERVICES

Follow Through recognizes that all elements in a child's environment influence him; therefore, Follow Through projects serve not only the educational needs of the poor children but also their physical, social and psychological needs as well.

A full range of services is provided for the Follow Through project children from low-income families.

HEALTH COMPONENT: provides medical and dental preventive care, early detection of defects, appropriate and prompt remedial action, and sustained health supervision.

Services

1. Maintenance of comprehensive health history records
2. Initial screening of all Follow Through pupils
3. Complete physical and dental examinations with laboratory tests
4. Immunization programs
5. Immediate treatment for acute medical/dental conditions
6. Dental and health education program for pupils and their parents

Resources

1. Existing school health services
2. Neighborhood health centers
3. Community hospitals
4. U.S. public health services
5. Private physicians

Outcomes

1. Improved school attendance
2. Increased responsiveness by health agencies to the needs of the community
3. Positive attitudes of parents and children toward members of the medical profession

PSYCHOLOGICAL COMPONENT: develops specialized and individualized guidance programs through the systematic observation by trained personnel of Follow Through children in their classroom relationships with their peers, teachers, aides, parents and other adults.

Services
1. Individual or group counseling for pupils
2. In-service workshops for Follow Through staff
3. Individual and group workshops for parents
4. Case conferences

Resources
1. Staff psychologists
2. Private psychologists
3. Mental health clinic, staff and facilities
4. Public health staff and facilities
5. University graduate studies programs

Outcomes
1. Pupils become better able to cope with classroom situations
2. Teachers become skilled in the manipulation of classroom environments and teaching techniques to meet the special needs of children with psychological problems
3. Teachers become skilled in the techniques of observation and identification of psychological problems which may require specialized treatment
4. Parents are better able to understand the emotional, physical, social and intellectual factors which affect child behavior
5. Pupils, parents and teachers are better able to appreciate the different life styles represented in the classroom and community

SOCIAL SERVICES COMPONENT: assists low-income families in solving or preventing those problems which may limit the realization of each pupil's maximum potential.

Services
1. Maintenance of current biographic and economic data for each Follow Through family
2. Home visits
3. Coordination of community services for assistance to Follow Through families
4. In-service workshops for parents and teachers to communicate community problems and to facilitate group efforts toward their solution

Resources
1. Professional social workers
2. Local community agencies
3. State welfare and related agencies
4. Public housing agencies

Outcomes
1. Decreased impact of family problems upon pupils
2. Improved relationships among parents, teachers, administrators, and social service agencies

CAREER DEVELOPMENT COMPONENT: establishes a career advancement program with salary increments, promotions and benefit schedules for para-professionals as an incentive for growth in marketable skills and knowledge for better job opportunities and increased personal satisfaction.

Services
1. Adult education for basic skill development
2. Career ladder for upward mobility
3. Training through institutions of higher education
4. Career lattice for lateral mobility across spectrum of educational vocations

Resources
1. Public school adult education programs
2. GED courses
3. Supplementary training programs
4. Career Opportunities Program
5. New Careers Program

Outcomes
1. Increased level of personal aspiration
2. Increased income
3. Increased knowledge and skills

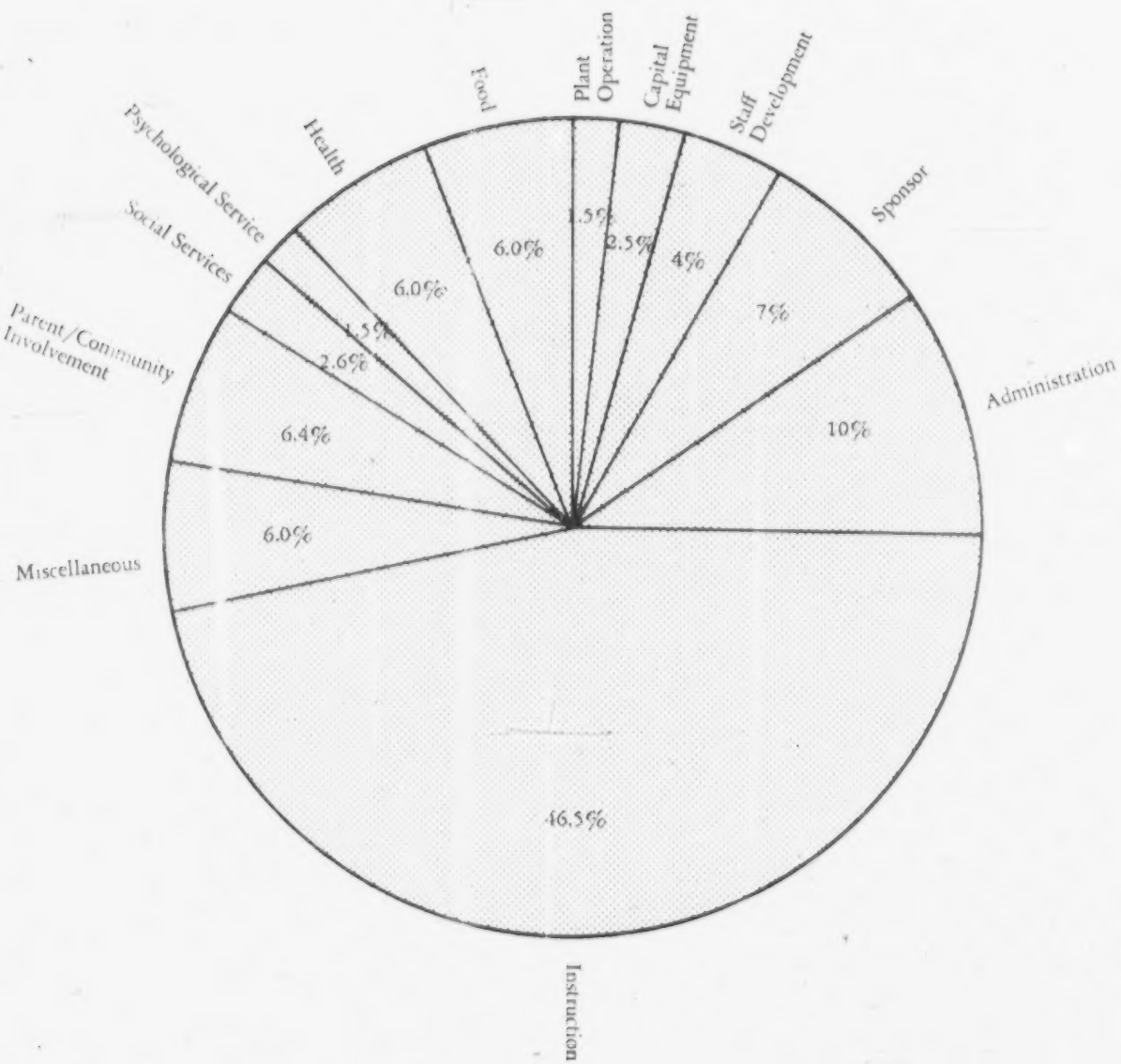
NUTRITION COMPONENT: helps staff, parents and children realize the importance of nutrition to physical, mental and emotional health.

Services
1. Free breakfasts, lunches and snacks to all Follow Through pupils
2. Nutrition education programs for Follow Through pupils as an integral part of classroom instruction
3. Nutrition education programs for Follow Through parents

Outcomes
1. USDA lunch and breakfast programs
2. Community breakfast programs
3. Other federally funded food programs

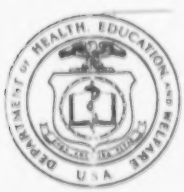
Results
1. Decreased malnutrition and attendant health deficiencies
2. Improved pupil attendance
3. Increased awareness of good dietary practices
4. Improvement in general community health

Follow Through Expenditures 1970-1971
(Sample of Twenty Projects)



The Effectiveness of Compensatory Education

Summary and Review Of the Evidence



APR 2 3 1972

ACHIEVEMENT RESULTS FROM THE NATIONAL EVALUATION OF FOLLOW THROUGH

Background

Since 1967, Follow Through has conducted research on a variety of approaches for educating disadvantaged children from kindergarten through third grade. During the past three years, Follow Through has attempted to implement and evaluate 20 different approaches to compensatory education in its research. Initial evaluation data suggest that a range of alternative "models" for educating disadvantaged children have been developed. Although conclusions concerning Follow Through must be considered tentative pending replication of first cohort findings, the Office of Education is beginning to possess information about a number of alternative compensatory education approaches. A meaningful basis for policy decisions will be provided by information concerning the first complete Follow Through cohort--the cohort which will graduate from third grade in June, 1973.

Preliminary data collected during 1969-70 on kindergarten and first grade children in the first complete Follow Through cohort revealed that:

--Follow Through children made greater achievement gains than comparison children. The differences were statistically significant at both grade levels, although they were extremely small in absolute magnitude.

--Effects of Follow Through on achievement were greatest for children whose families were definitely below the OEO poverty line. The differences between gains of Follow Through children from these families and gains of comparison children were again statistically significant at both kindergarten and first grade, although once more the absolute size of differences was quite small.

Preliminary results from the first national evaluation of Follow Through are now available. These data focus on the consequences of the program for participating children, their parents and teachers during the 1969-70 school year. Fourteen of the twenty Follow Through approaches were in their second or third years of operation during 1969-70 and were included in the evaluation. In order to describe some of the "inputs" provided by them, the evaluation asked, "What is the nature of children's, parents' and teachers' experiences in programs based on different approaches?" In order to describe the benefits or "outputs" of different approaches, the evaluation assessed changes in a variety of domains assumed to effect children's subsequent experiences and thereby ultimately influence their opportunities for self-confident, productive lives. Included were children's academic achievement, their attitudes towards school and learning and their interpersonal feelings; parents' participation in education programs and educational policy decisions and their feelings of efficacy in relation to their own lives, the school and the community; and teachers' educational practices and attitudes and their satisfaction with Follow Through children's progress.

Conclusions concerning these areas must be considered tentative pending results of current efforts in evaluating the Follow Through program. A major ongoing evaluation is both reexamining patterns of effects which were found in the first year of evaluation and is collecting and analyzing data with considerably more precision than heretofore. Evidence was collected during 1969-70 on a sample of 5800 children in their first year of public school--in kindergarten in some school districts and first grade in others. This evidence suggests that Follow Through is accomplishing some of its intended objectives.

The fourteen different approaches in the 1969-70 evaluation can be categorized into five groups on the basis of their primary emphasis in working with disadvantaged children and their families. A first sponsor group, the Structured Academic approaches, includes models that place heavy emphasis on teaching academic information in the classroom through programmed instructional techniques. The second group of sponsors, the Discovery approaches, have as their primary goal promoting the development of autonomous, self-confident learners rather than simply transmitting specific knowledge and skills. The third group of sponsors, the Cognitive Discovery approaches, attempt primarily to foster the growth of basic cognitive processes such as reasoning, classifying, and counting through guiding children's discoveries, through teaching specific skills to them, and through constantly engaging children in verbal activities. The fourth group of programs, the Self-Sponsored approaches, are similar to one another in unique characteristics of sponsorship rather than in the educational processes they employ. All the projects in this group are Self-Sponsored, meaning the local school district staff has played the role of architect and implementer of the Follow Through project. The fifth group includes sponsors which are also similar in unique characteristics of sponsorship, in this case each of them being Parent-Implemented and not having a secondary affiliation with a particular instructional model.

Although the children in the evaluation are scheduled to participate in Follow Through projects for 2-3 more years (through completion of third grade), the evaluation showed that after 1-2 years in the program:

- o Follow Through children made somewhat greater gains in achievement during the school year than did non-Follow Through children. The differences, although small in absolute magnitude, were statistically significant in both the kindergarten and first grade samples.

- o Effects of Follow Through on achievement were greatest for children whose families were definitely below the Office of Economic Opportunity poverty line. Both kindergarten and first grade Follow Through children from these families made gains in achievement larger than those of comparison children. Again, differences were small in absolute size but were statistically significant at both grade levels.

- o Follow Through's effects on achievement were largest in magnitude and most consistent in Structured Academic approaches--those approaches emphasizing the teaching of academic information through sequentially structured activities and frequent extrinsic reinforcement. The differences between achievement gains of Follow Through children in these approaches and comparison children were statistically significant at both kindergarten and first grade, although the absolute size of differences was once again small. Statistically significant differences in achievement between Follow Through and non-Follow Through children were found at either kindergarten or first grade (but not both) in other approaches, with all of these findings favoring Follow Through children.

- o Follow Through children manifested positive shifts in attitudes toward school and learning during the school year, shifts larger than those of comparison children in both kindergarten and first grade. The differences approached statistical significance at both grade levels, but were again small in absolute size.

- o Follow Through participants whose families were definitely below the OEO poverty line made the largest positive shifts of any children in attitudes towards school and learning. Their gains were somewhat larger than those of comparison children at both grade levels, and the differences were statistically significant among first graders.

- o Positive shifts in attitudes towards school and learning among Follow Through children were greatest and most consistent in Discovery and Cognitive-Discovery approaches, with children in these approaches making slightly larger gains than comparison children in both kindergarten and first grade. These approaches tend to view the child's development as a complex whole, in which the growth of a positive self-image, initiative, independence, expectations of success, and problem-solving skills are all important and interrelated aspects of development.

- In the Discovery and Cognitive-Discovery approaches, there was a statistically significant association between gains in achievement and positive shifts in attitudes towards school and learning. In other words, in these approaches children's growth in attitudes and in achievement went hand-in-hand. In the Structured Academic approaches, in contrast, growth in achievement and in attitudes were found to be independent of one another.

- Systematic observations of Follow Through classrooms indicated that approaches differed in actual practice in accordance with their published program descriptions. The kinds of activities engaged in by different classes, the role of children's own inquiry versus teacher-directed learning, and the nature of teachers' praise and feedback were a few of the dimensions for which objective observations suggested a correspondence between programs' orientations and children's day-to-day experiences. The systematic observations also showed that most adult-child communication in Follow Through classes focussed on the individual child or a small group of children, with significantly more adult communication being addressed to large groups of children in non-Follow Through than in Follow Through classes.

- Parents of Follow Through children were better informed about their children's school programs, more likely to visit school, to work in classrooms and talk to teachers, and more convinced of their ability to effect school programs than parents of comparison children. Differences in each of these areas were statistically significant in both the kindergarten and first-grade samples, suggesting that Follow Through was successful in increasing parental awareness of and involvement in school activities.

- Follow Through's consequences for teachers were suggested in both attitudes and behaviors. Follow Through teachers were more likely to consider home-visits important and to make more home-visits, and to place high value on parents' direct participation in the classroom than non-Follow Through teachers. In addition, Follow Through teachers showed markedly greater satisfaction with the progress of their students than did non-Follow Through teachers.

In summary, the 1969-70 evaluation of Follow Through provided preliminary information for Federal and State decision makers, for school administrators, teachers and parents about the variety of educational experiences available to young children and the likely consequences of these experiences. It suggested that Follow Through is having some impact on children's academic achievement and their attitudes towards school and learning. It also suggested a match between programs' orientations, the classroom experiences they provide, and their patterns of effects on children.

The conclusions to be drawn from the first year evaluation are, however, unclear. The consistent pattern of positive and statistically significant effects suggest to some well-informed individuals that Follow Through is a success--and is definitely more of a success than other compensatory education programs. Equally well-informed individuals have pointed to the small absolute size of differences between Follow Through and non-Follow Through children and have proclaimed the program a failure--particularly in view of the Follow Through program cost of $800 per child. These individuals have emphasized the point that statistically significant-results which are readily achieved in comparisons involving large numbers of cases like those in the Follow Through evaluation) should not blind us to the fact that absolute differences between the Follow Through and control samples are very small. Thus, before we can conclude that the Follow Through program is in fact achieving educationally significant results, the final evaluation will have to demonstrate much larger differences than have appeared so far between the Follow Through and control groups.

It appears that a definitive interpretation of the first-year findings must await the results of ongoing evaluation efforts. The current Follow Through evaluation will describe effects of different approaches after children have participated in them continuously for several years. In addition, it will re-examine patterns of effects which were found in the first year of evaluation and will collect and analyze data with considerably more precision than heretofore. Therefore, the information collected in the current evaluation should help to interpret the significance of findings from the first-year evaluation.